

A REPORT ON THE DEVELOPMENT OF AN
INSTRUCTIONAL UNIT ENTITLED TRINITY
AN EARLY TRADING CENTRE

CENTRE FOR NEWFOUNDLAND STUDIES

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WAYNE CHARLES COOMBS

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**A REPORT ON THE DEVELOPMENT OF AN INSTRUCTIONAL
UNIT ENTITLED TRINITY -- AN EARLY TRADING CENTRE**

BY



WAYNE CHARLES COOMBS

**A PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION**

**DIVISION OF LEARNING RESOURCES
MEMORIAL UNIVERSITY OF NEWFOUNDLAND
JANUARY 1986**

ST. JOHN'S

NEWFOUNDLAND

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A special thanks is also expressed to my son Theo, who has been so understanding about the time and effort put into the project.

ABSTRACT

The purpose of this project was to develop an instructional unit on the history of the town of Trinity, Trinity Bay, Newfoundland, to supplement the Grade Five social studies program in Newfoundland schools. A needs assessment was the first step in the design model that was used to develop the unit. The results of this assessment indicated that a need existed for the production of materials on this topic. A slide-tape format was chosen as the preferred medium.

The instructional unit was evaluated by media specialists, learner specialists, and a content specialist. As a result of their criticism and suggestions, revisions were made at various stages of development. The project was then piloted in two schools. The results of the pretest and posttest were analyzed using three forms of data analysis. The results of this analysis were positive and indicated that the slide-tape presentation, Trinity -- An Early Trading Centre, is ready for utilization in the Grade Five Social Studies program throughout the province.

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CHAPTER 1

INTRODUCTION

Trinity-An Early Trading Centre is an instructional unit that can be used to supplement the Grade Five social studies program in schools throughout Newfoundland and Labrador. A systems approach was used to design the package. After the need for the unit was identified, a solution was chosen from a list of alternatives. This solution was then implemented and evaluated. The unit content deals with the history of the town of Trinity in Trinity Bay, Newfoundland.

Historical Background to the Project

The town of Trinity can boast a very colorful and vibrant history. Probably the first inhabitants to the area were the Beothuck Indians. Whitbourne (1620) reports that there were Indians living at Trinity and that they often stole fishing supplies and other belongings from English fishermen stationed in the harbour during the summertime.

Although used for many years as a base for summer migratory fishermen, it was not until 1675 that any documented evidence of permanent settlement is found. In that year, Sir John Berry, R.N., records five settlers resident in the

harbour. Of these five 'planters' or settlers, three were married and had children living there.

It took another few decades, however, for settlement to stabilize to any significant extent. Yet, by 1730, Trinity had its first church and by 1753 the population is reported to have reached almost 2000. This 'explosion' of population can be attributed to the number of Poole merchants that elected to make Trinity the base for their operations and concurrently the major centre of trade on the northeast coast of Newfoundland (Handcock, 1981).

One such merchant, Benjamin Lester, who came to Trinity during the 1700s as a shipowner and trader, gives details of his business operations in a diary which he kept. For example, during the period 1748 to 1801, Lester owned shipyards and engaged in the fishery on the Grand Banks, in Southern Labrador, and on the French Shore. He also supplied provisions for woodsmen, trappers, and sealers. At his peak, Lester is reported to have had 60 ships in his personal fleet. Lester's agents were located at other settlements around the northeast coast of the island. These men collected fish, distributed goods and kept accounts for Lester's base at Trinity. His mansion, built in 1760, now lies in ruin on the west side of the harbour.

The importance of Trinity was also being recognized across the Atlantic. The English government decided that

the harbour should be fortified and in 1744 a battery was erected at Admiral's Point near the entrance to the harbour. The British withdrew their military personnel and in 1762, the French occupied the harbour without a shot being fired. The fort and much property was destroyed. Large quantities of the settlers' supplies and livestock were also taken.

Many of the servant fishermen, mostly of Irish descent, were forced to spend the winters in Newfoundland instead of going back across the Atlantic with their fishing masters. These 'dieters' as they were called often existed on what they could steal, if indeed they could not find employment in return for food rations. Many of these dieters ended up living in huts or tilts for the entire winter period and starvation was not an uncommon occurrence.

There was much civil disturbance and unruliness during these harsh times even though criminals were punished severely for their crimes. For small offences such as breaking the Sabbath, settlers could be put in the stocks; and for more serious crimes, like stealing, they could receive many lashes at the whipping post.

The Church of England, the predominant denomination in Trinity during these early times, built its first church in 1730. It was almost 100 years later before the Methodist and Roman Catholics established their churches. The Roman Catholic church, still existing today, is believed to be one

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of the oldest buildings in Newfoundland. It was constructed in 1833.

The first schoolhouse in Trinity was built in 1828. There is evidence, however, of private schools existing at a much earlier date. This type of school was most likely available to children of the well-to-do and probably took place in private homes.

The Rev. John Clinch, who came to Trinity in 1783 as a resident doctor, and was later to become ordained as a minister, was one of Trinity's outstanding citizens. He is known to have compiled a Beothuck vocabulary from a Beothuck child captured and brought to Trinity. He also had dealings with another Beothuck, John August, who worked for a Trinity merchant and was buried at Trinity in 1788. Clinch is mostly remembered for being the first doctor to administer the smallpox vaccine in the New World. Edward Jenner, Clinch's schoolmate, sent a sample of the vaccine to Trinity. Clinch experimented on his nephew and later inoculated over 700 people in the Trinity area.

Since Trinity was a major trading centre, it "attracted to it social and political functions and thus became a centre of regular visitation by dignitaries of church and state (Handcock, 1981, p. 78)." There were also many wealthy and well-educated individuals resident in the town itself. One was John Bingley Garland, the first speaker of the House of Assembly in Newfoundland. Historic evidence also indicates

that a class system existed in the town that was based on wealth, education, and influence.

By the mid-1800s Trinity saw the emergence of St. John's merchants within the area. These firms were to eventually take over the merchant establishments in the harbour. This takeover marked a period of decline in the importance of Trinity as a major trading centre and by the last of the century the population and fishery were declining as well (Handcock, 1981). Although a whaling industry began to flourish during the first decade of the 1900s, it was in the end short lived and by the beginning of World War I had all but disappeared.

Trinity had now entered the modern era. By 1877 it had received its first telegraph and in 1893 a road was built connecting the town to Shoal Harbour, near Clarendville. Steamships were also replacing schooners. One of the first steamships to operate out of Trinity ended in disaster when she disappeared on a return trip from St. John's. In 1921, the first branch railway reached the harbour. A unique loop was designed in the track just outside the town.

Trinity's population in 1921 was 1001. Within the next 10 years, Trinity saw the abandonment of the Labrador fishery and the seal fishery. After the economic depression of the 1930's, the population stood at 300 and by 1956 the British saltfish industry was also phased out.

Trinity today has a population of just under 400. Shipbuilding, the only industry remaining from an illustrious past, is now responsible for building the more modern vessels of today's fishing industry. It is indeed a far cry from the vibrant bustling centre of 150 years ago.

Need for the Project

In 1981, a sequential learning design for primary and elementary social studies classes was introduced into the schools of Newfoundland and Labrador. This publication, entitled Design For Social Studies, K-VI, was developed by the province's Department of Education. It directs teachers to follow a goal-referenced approach to instructional planning. The major objectives for the social studies program for each grade level are contained within this design as well.

One of the objectives of this new social studies design is stated as follows. Children should know:

That communities usually have a long history with important people and events that are remembered, with traditions and customs that will not die; that communities are constantly changing. (p. 46)

Teachers throughout the province, then, must deal with the question, "How can this objective best be achieved?" Certainly a study of the history of the student's own community would be an appropriate instructional route. Many teachers will soon find, however, that the history of the student's

7

own community is very probably not readily available and in all likelihood has not even been documented. In fact, the books, journals, manuscripts, and other materials which contain the individual histories are not easily found. Few teachers have the ability or the time to do thorough research, and the sources of information are generally not written in a format that can be adequately used by elementary school students.

Most teachers, then, will have to resort to another instructional plan. Fortunately, the historic development of many outports parallel each other. Hunt (1981) reports:

The story of one Newfoundland town is in a general way the story of all the rest, allowing for local variations. Most of the original settlers came from south-western England and from Ireland, bringing with them their own customs and habits which continued down through the years. Many of them remain with us. The people pursued the same occupation of the fisheries for at least three hundred years, and the trade and commerce attendant upon this occupation were common to every place. (p. 8)

The next best approach to studying one's own community, therefore, is to study the history of a similar outport. Through an in-depth study of the historical development of such a community, students are able to become more aware of their own heritage, and are given the opportunity to appreciate and understand their own community and their place in it.

The historic town of Trinity was chosen as the subject of this instructional unit because of its well-documented history and rich heritage. From the days of the Beothucks and Sir Richard Whitbourne up to the beginning of the present century, Trinity has presented an interesting, colorful, and vivid history. It can, nevertheless, be regarded as a reasonable facsimile of the majority of Newfoundland outports.

Even though towns such as Trinity have held an important place in the history of our province, they are not to be found in any detail within our standard histories; and in the Grade Five social studies textbooks they are typically given only passing reference. Thus many Grade Five students are unable to achieve effectively an important objective in their social studies program. Indications were that there were insufficient materials available in suitable formats to meet the needs of teachers and students in their study of the history of typical Newfoundland outports. The author therefore decided to conduct an investigation to establish more precisely what needs existed and then to design and prepare materials which could be used by Grade Five teachers and students to help meet these needs.

CHAPTER 2

NEEDS ASSESSMENT

In chapter one, the author provided a rationale for the development of an instructional package on the history of Trinity. However, it was felt that a survey should be conducted to ascertain the extent to which other Grade Five social studies teachers throughout the province felt such a need existed.

Twenty-two Grade Five social studies teachers were selected from across the province. They were asked to complete a questionnaire regarding the extent to which they have or wish to have instructional materials on the history of Trinity. They were also asked whether they felt this was a worthwhile study for Grade Five students in our schools. (See Appendix A)

The results of this survey indicated strongly that a need for materials existed. All Grade Five social studies teachers surveyed said they did not know of any instructional materials dealing with this topic and that a need existed for the development of materials in this area.

A more informal survey was also conducted by the author. The social studies specialist with the Department of Education, three social studies consultants from school boards on the

Avalon Peninsula, and five school librarians were also consulted. The subjects of this informal survey agreed that there was a shortage of resource material on the history of Trinity and that an instructional unit as herein described would be of enormous value in achieving some of the objectives of the new social studies program.

The results of these surveys indicated that Grade Five social studies teachers and other knowledgeable educators agreed that there was a need for suitable materials dealing with the historic development of typical Newfoundland outport communities and that the development of resource materials on the history of Trinity was justified. The author, therefore, decided to meet this expressed need and to supply an instructional unit on the history of Trinity to supplement the Grade Five social studies program.

Criteria for the Selection of Resource Material

The author established a set of criteria to help in the review of existing material. The purpose of this set of criteria was to provide a standard against which materials could be compared. A decision was made to accept or reject the material based on the results of these comparisons. The following set of criteria was used:

1. Materials must be readily accessible to both teacher and student.

2. Reading and comprehension levels must be compatible with those of the students using the material.
3. Content of the material must be accurate.
4. Materials must be in a format that will hold the interest and attention of the user.

Alternative Solutions

In order to supply the appropriate instructional material to meet the need discussed above, there are essentially three available alternative steps to consider. These are, in order to preference:

- Step one:** To identify and obtain already prepared materials which require no modification to meet the specific needs of the instructional problem. (If no such material is available step two is the next alternative.)
- Step two:** To identify and obtain materials which are unacceptable in their present formats and modify them to meet the specific needs of the instructional problem. (If no material is suitable for modification, step three is the next alternative.)
- Step three:** To design and produce new materials that would fulfill the specific need of the instructional problem.

Survey of Available Materials

The first step required an intensive search of all available instructional materials dealing with the history of Trinity. It was found that there was very little material available for students at the elementary level. The levels of reading difficulty of the printed materials examined were generally beyond the reading abilities of the average Grade Five student. Most of this printed material, however, was very appropriate for teachers to use as background information in their teaching of the unit.

Much of the print material found in this survey was in the form of newspaper clippings, unpublished papers, and magazine articles, all of which are housed at various libraries and archives within St. John's, Newfoundland. This material is not normally available on loan and is in many instances protected by copyright.

There was one published book, Aspects of the History of Trinity by the Rev. E. Hunt, which is available both commercially and through the public libraries dealing with the history of Trinity. In common with most materials examined, this book was written for adult readers and therefore is normally unsuitable for elementary school students.

The scarcity of non-print material on Trinity is more apparent. The only available non-print material found was a Department of Education school radio broadcast entitled Community Histories. Although this would make excellent

supplementary material, it does not satisfy our specific need in that it lacks any visual material and is too quickly presented for students to master effectively such a large volume of knowledge.

The author searched the following sources for both print and non-print materials dealing wholly or in part with the history of Trinity:

Instructional Materials Center, Department of Education,
St. John's, Newfoundland.

National Film Board, St. John's, Newfoundland.

Center for Audio-Visual Education, Memorial University
of Newfoundland St. John's, Newfoundland.

Newfoundland Reference Room, Queen Elizabeth II Library,
Memorial University of Newfoundland, St. John's,
Newfoundland.

Provincial Reference Room, A.C. Hunter Library, St. John's,
Newfoundland.

Newfoundland Museum, St. John's, Newfoundland.

Trinity Historical Society, Trinity, Newfoundland.

District Resource Center, Avalon Consolidated School
Board, St. John's, Newfoundland.

Maritime History Group, Memorial University of Newfoundland,

St. John's, Newfoundland.

Provincial Archives of Newfoundland, St. John's,
Newfoundland.

Department of Tourism, St. John's, Newfoundland.

Folklore Department, Memorial University of Newfoundland,
St. John's, Newfoundland.

C.B.C. Productions, St. John's, Newfoundland.

Media Extension Services, Memorial University of
Newfoundland, St. John's, Newfoundland.

Commercial Catalogues from the Center for Audio-Visual
Education, Memorial University of Newfoundland, St. John's,
Newfoundland.

Listed below is a description of the materials obtained
as a result of the search conducted by the author.

Print

Aspects of the History of Trinity by E. Hunt (1981).

This book gives a general account of the history of Trinity.

It was written for general adult readability and is therefore
too advanced for the average Grade Five student. It is not
a scholarly work and often becomes very "chatty" in its
presentation. Several black and white photographs might be
of some use to Grade Five students, but generally the text

is unsuitable as an instructional material although it would be excellent background or supplementary material for teachers.

The Book of Newfoundland by J.R. Smallwood (ed.) (1937).

Short descriptions of various aspects of the history of Trinity are included throughout the book. It was considered unsuitable because it is too brief and does not meet the need of providing comprehensive information. There is also a lack of good relevant visual material included. However, it could be used as background or supplementary material for teachers.

A History of Newfoundland from English, Colonial, and Foreign Records by D.W. Prowse (1971).

While no specific section of the book deals with the history of Trinity, reference is made to the town at various places throughout. Nevertheless, the book could be used as background information or as supplementary material for teachers.

The author also located a number of unpublished works dealing with the history of Trinity. However, because of the high level of vocabulary and the technical terms, these works were too advanced for Grade Five students. The papers were designed for use by the general public and for college students. Although unsuitable for elementary school students, this material would make excellent background and supplementary material for the teacher. It is unfortunate, however, that these papers are unpublished and therefore not available on

loan from the Newfoundland Reference Room of the Queen Elizabeth II Library in which they are housed. Below is a list of these materials:

The Origin and Development of Trinity Up to 1900 by W.G. Handcock (1981).

Historical Documents and Reference Material on Trinity, Trinity Bay by W.G. Handcock (1981).

A Biographical Profile of Eighteenth and Early Nineteenth Century Merchant Families and Entrepreneurs in Trinity, Trinity Bay by W.G. Handcock (1980).

The Merchant Families and Entrepreneurs of Trinity in the Nineteenth Century by W.G. Handcock (1981).

Non-Print

An investigation into the non-print resources was made by the author. An audio-tape was found which could be integrated into a unit of work on the history of Trinity. The tape is a school radio broadcast developed by the Newfoundland Department of Education and the C.B.C. entitled Community Histories. It is available to teachers from the Instructional Materials Center of the Department of Education for the province of Newfoundland. The audio presentation is a valuable source of information for students studying the topic. However, it lacks visuals and does not succeed in meeting the requirements for our proposed unit of study

D

which includes specific objectives which require visual material.

The author also located two documentary films on the history of Trinity. Where Once They Stood produced by Tom Cahil is approximately twenty minutes in length. The other, Trinity, a Community Profile is approximately three minutes long. These films would make excellent supplementary materials to integrate into an instructional unit on the history of Trinity. They must be rejected as a primary instructional medium, however, because they cover only specific issues and are therefore not comprehensive enough to meet the requirements of this instructional unit. The productions are also not available to the general public or to teachers who wish to use them in the classroom.

Rationale for Development of Materials

The need for instructional materials on the history of Trinity was indicated by a formal survey of Grade Five social studies teachers and by an informal survey of provincial and school board specialists and school librarians; and the decision was made to provide an instructional unit which would meet this need. A search was then carried out to obtain materials that would satisfy the need. No materials were found which could be used in either their original or modified condition. The final remaining alternative was adopted, which was for the author to develop his own instructional materials on the history of Trinity.

Outline of the Developmental Process

In developing the instructional unit on the history of Trinity, the author decided to design an instructional development model which would serve as a guide and outline to the developmental process. Figure 1 represents this developmental process. The first step in the developmental process, Needs Assessment, was described in this chapter. The remaining steps are described in the following five chapters.

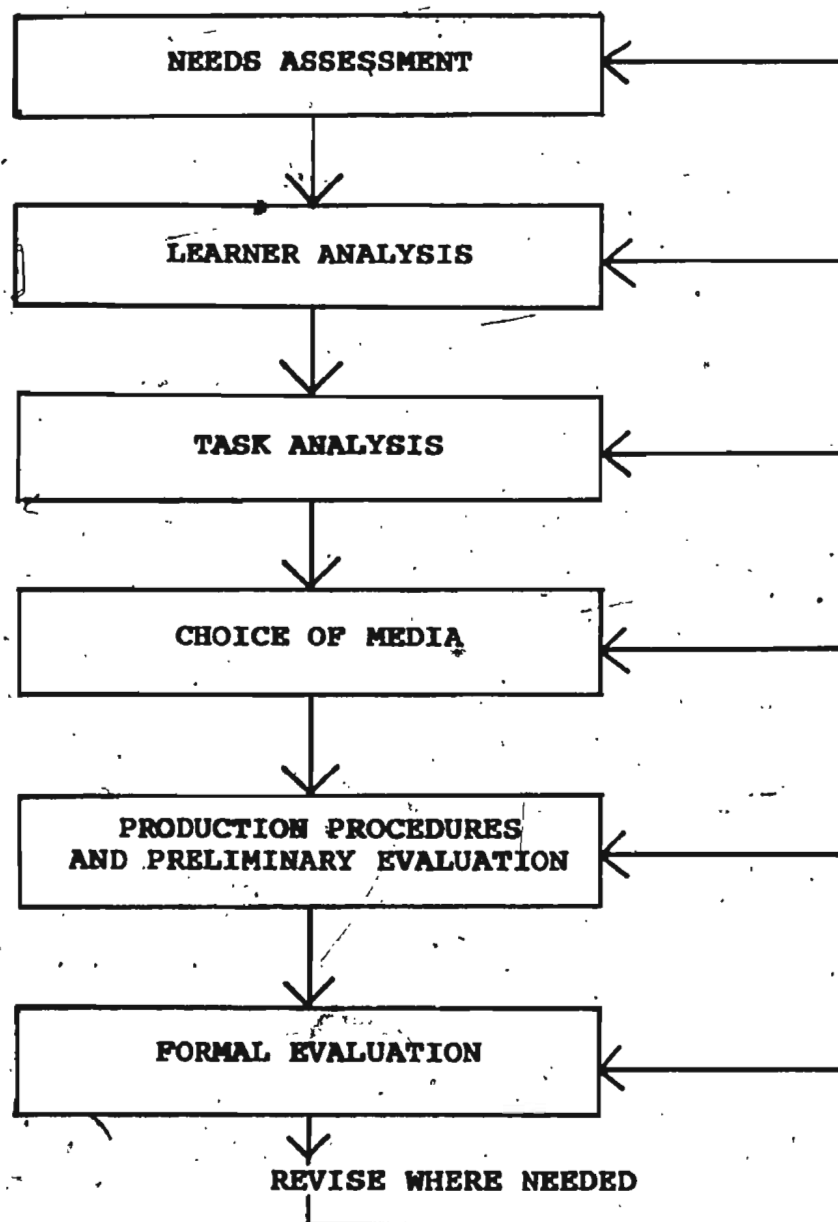


FIGURE 1. INSTRUCTIONAL DESIGN MODEL

CHAPTER 3

LEARNER ANALYSIS

Before continuing with the development of any instructional material, it is important to analyze the characteristics of the target learners to ascertain any effect such characteristics may have on the task analysis, choice of media, or developmental procedures. The instructional unit, Trinity -- An Early Trading Centre, was developed specifically for Grade Five students in Newfoundland schools. The unit was actually tested on Grade Five students at Clarke's Beach Elementary School and Bay Roberts Amalgamated School and although they reflect to a large degree most of the characteristics of the primary target audience, these groups of students possess unique characteristics that set them apart from other groups of learners. Based upon the opinions expressed by the Grade Five teachers at these schools, it was assumed that Grade Five students would possess only incidental knowledge regarding Newfoundland history in general. Therefore, no specific entry behavior was necessary other than the knowledge expected of the average Grade Five student.

Student Characteristics

The Grade Five class at Clarke's Beach Elementary School has an enrollment of thirty-three students -- 17 boys and 16 girls and the Grade Five class at Bay Roberts Amalgamated School has an enrollment of twenty-eight students -- 15 boys and 13 girls. The chronological ages for these students range from 9 to 11.

Environmental Factors

The students from both these schools are predominantly Protestant and come from a variety of backgrounds. Most parents are in blue collar occupations and therefore the socio-economic standing would be mostly lower-middle or middle class.

The schools, situated at Clarke's Beach and Bay Roberts, both rural communities in Conception Bay, encompass grades K-9 and each has a library, a gymnasium and a school population of approximately 300.

The classes were already engaged in a study of Newfoundland history when they received the instructional package. This previous activity tended to motivate them toward the learning of this instructional unit.

Attitude

Both groups of students possess a positive attitude to school in general and a more positive attitude toward the study of material related to their own province. The Department of Education (1981) reports:

Social studies, if taught from the point of view ... of our province's heroes and their great deeds, can be high on the ten-year-olds list of favorite subjects. (p. 55)

The type of medium also has an effect on the attitudes of these students toward a particular learning experience. Audio-visual materials such as films, filmstrips, slide-tapes, and overhead transparencies tend to increase their interest and motivate them more than the traditional textbook oriented lesson.

Achievement

The results of the Canadian Test of Basic Skills done during the previous year, as well as some informal assessment by present and past teachers, indicate average classes in terms of general reading ability and comprehension, study skills, handwriting skills, and language skills. Both groups of students are also regarded as being quite capable of working independently for extended periods of time.

The author considered these aspects to be important and

in complying with this information, has produced an instructional program that can be effectively utilized over a wide range of achievement levels among these students. No difficulty was anticipated for the Grade Five classes at Clarke's Beach Elementary School and Bay Roberts Amalgamated School in completing the instructional unit, Trinity -- An Early Trading Centre.

CHAPTER 4

TASK ANALYSIS

Task analysis is a preliminary step in the instructional design process in that it helps the author organize the information which is to be included in the instructional unit. This is carried out by breaking down the general headings into a series of component subheadings. Once this is accomplished, the author may then choose the critical or essential information and discard any irrelevant or non-essential material that might otherwise be included in the instructional package.

Task Analysis

The purpose of the instructional unit was to communicate to Grade Five social studies students in Newfoundland schools the history of the town of Trinity, Trinity Bay. Figure 2 represents the main task or goal of the project and divides the unit into its principal parts -- the six subheadings. These subheadings are divided further, in Figures 3 to 8, into finer subheadings of information to be communicated to the learner. Once this had been done, the author formulated into statements the behavioral objectives or intended learning

outcomes of what the student is required to know as a result of completing the instructional unit on the history of Trinity.

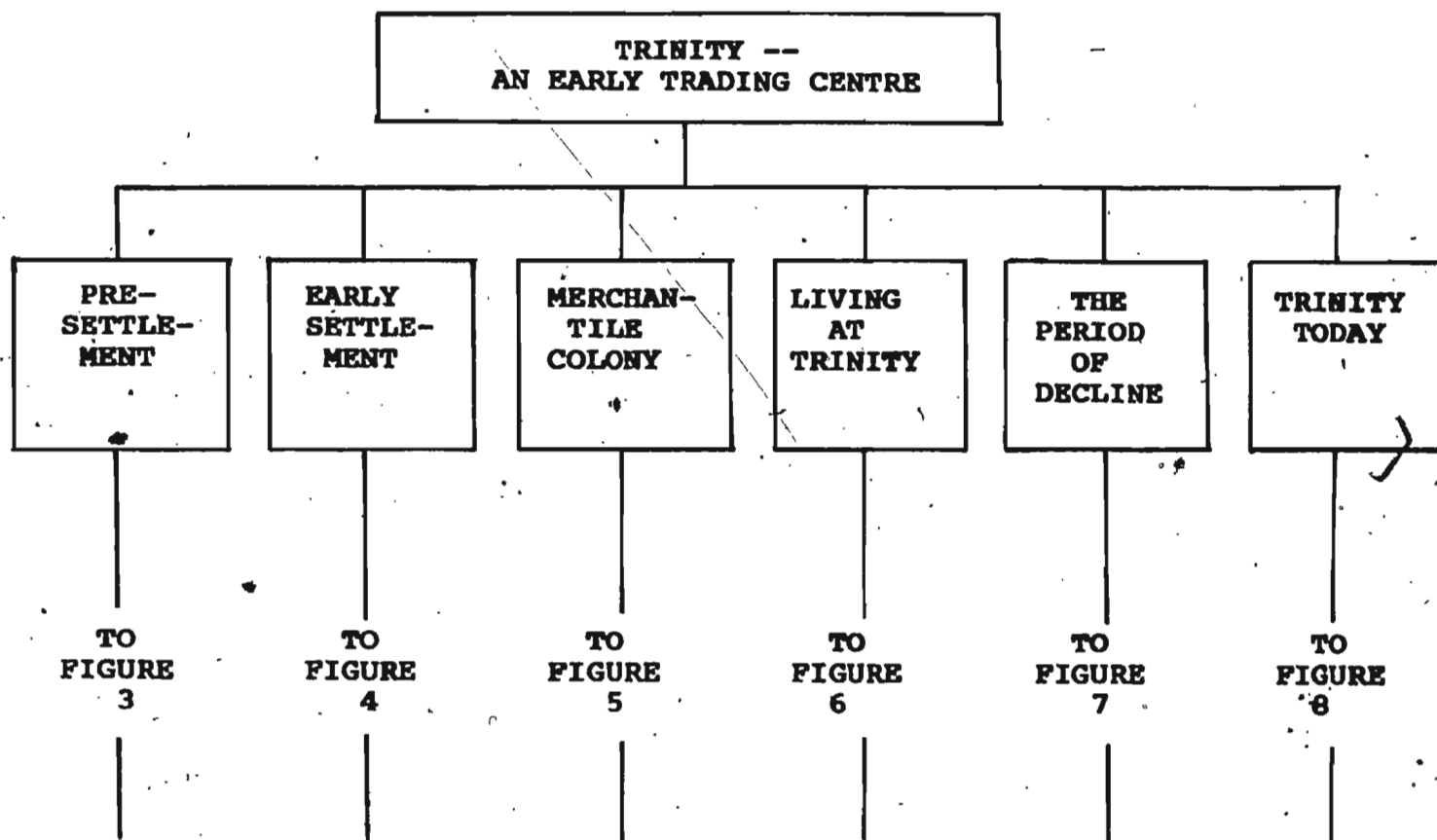


FIGURE 2. TRINITY -- AN EARLY TRADING CENTRE

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FIGURE
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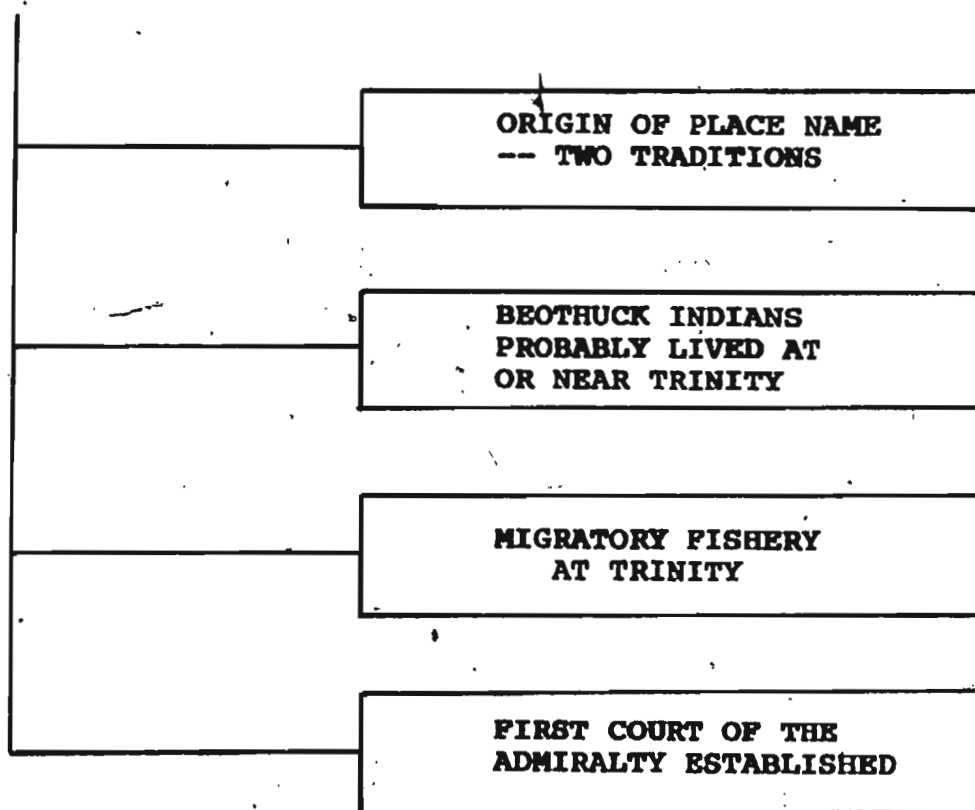


FIGURE 3. PRESETTLEMENT

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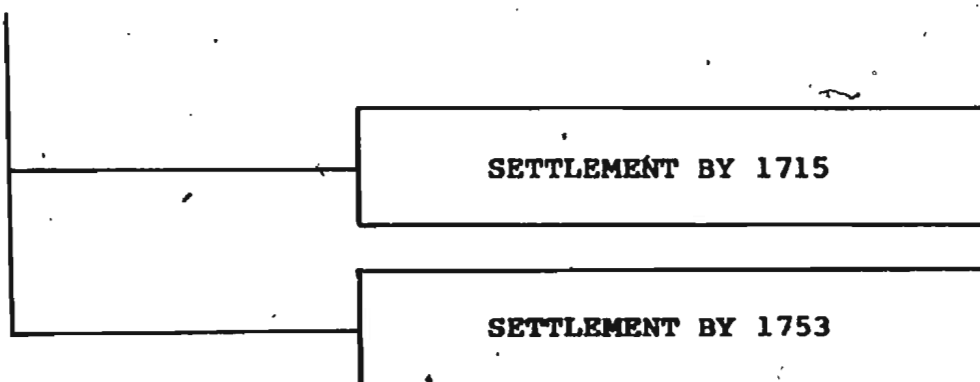


FIGURE 4. EARLY SETTLEMENT

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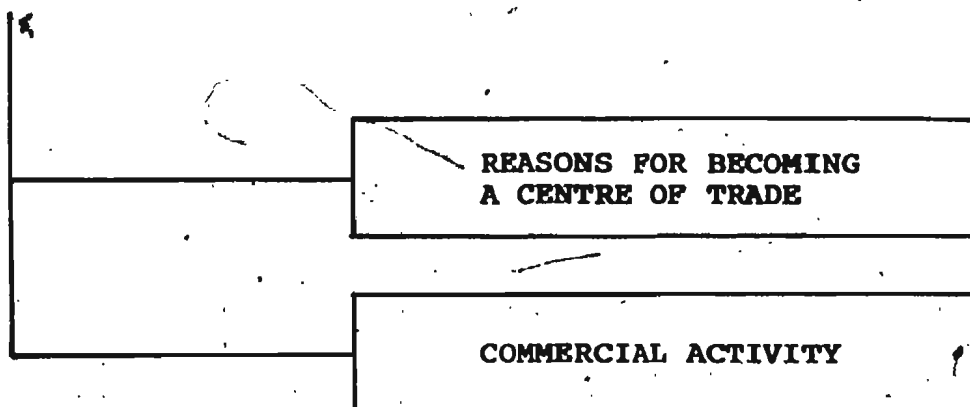


FIGURE 5. MERCHANTILE COLONY

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FIGURE
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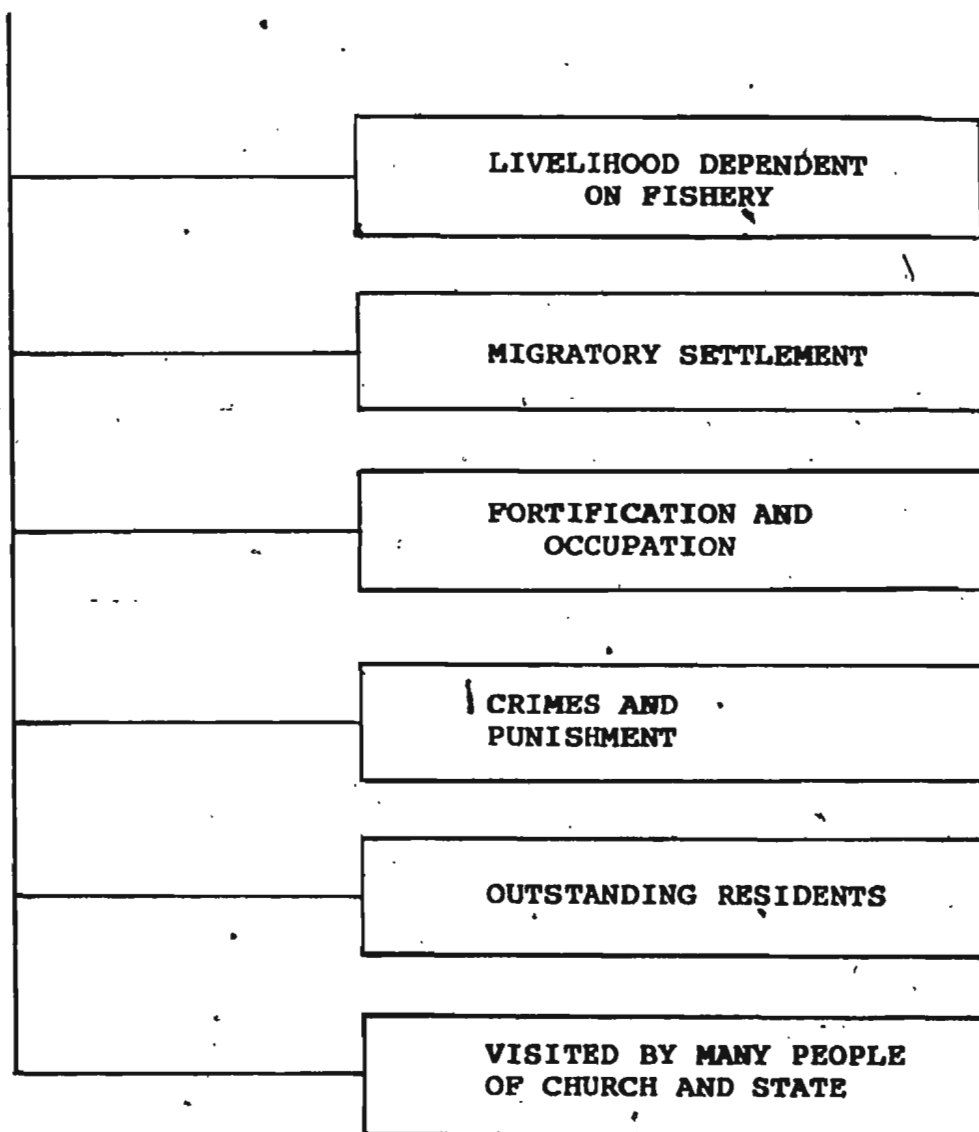


FIGURE 6. LIVING AT TRINITY

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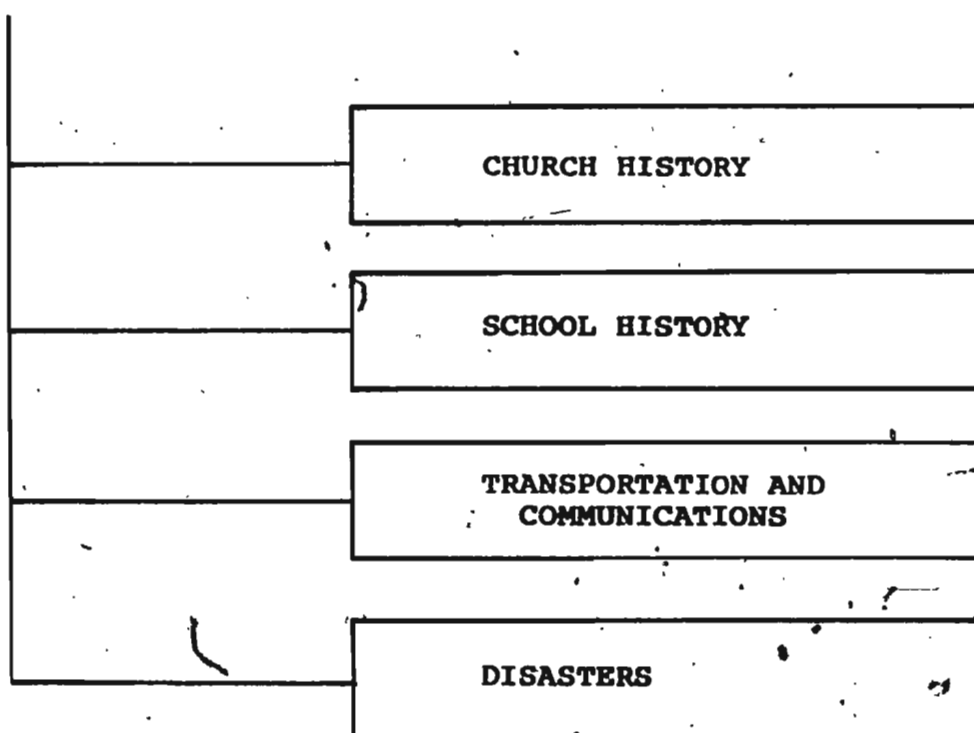


FIGURE 6. continued

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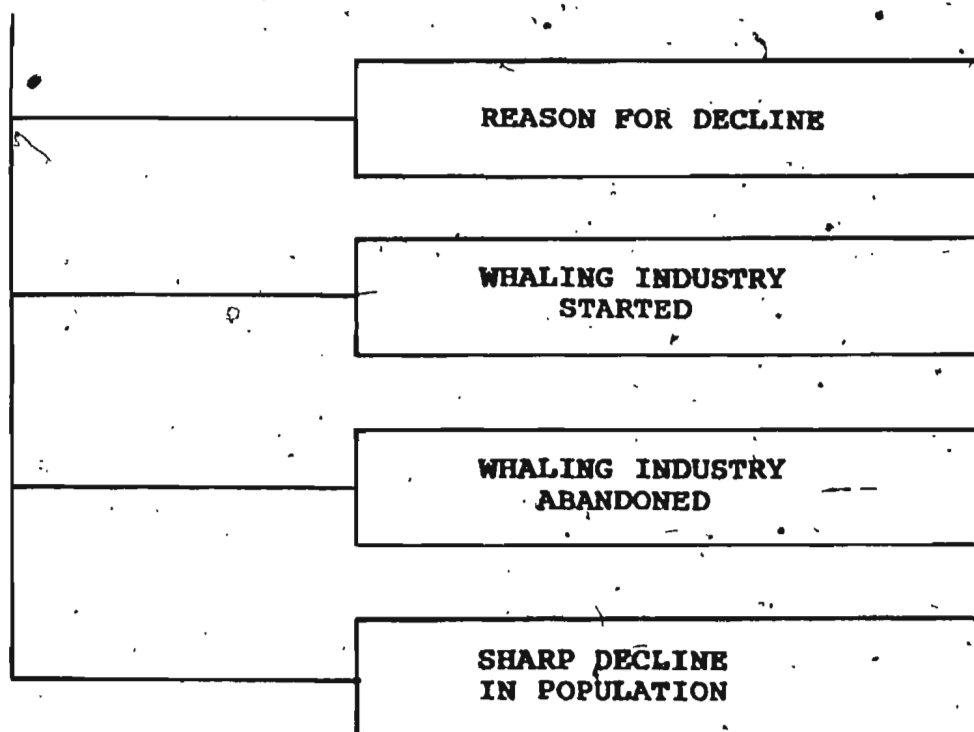


FIGURE 7. THE PERIOD OF DECLINE

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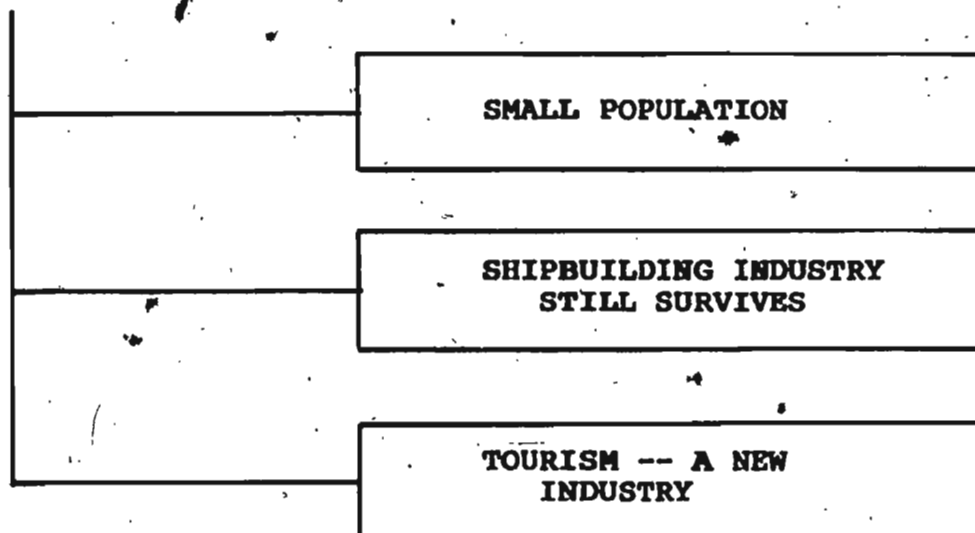


FIGURE 8. TRINITY TODAY .

Behavioral Objectives

Behavioral objectives are the transformation of task analysis into statements of what students are required to do as a result of instruction. From the breakdown of the task analysis for this instructional unit, the following behavioral objectives were derived:

1. Given a map of Newfoundland, labeled with five possible choices, the student will identify the correct location of Trinity.
2. Given a list of five possible choices, the student will identify the two probable reasons for the origin of the place name Trinity.
3. Given a list of four possible choices, the student will identify the first people who probably lived in or around Trinity harbour.
4. Given a list of three events that mark the development of Trinity as a permanent settlement, the student will identify this developmental process by numbering from one to three the order in which the events occurred.
5. Given a list of five possible choices, the student will identify the reasons why English merchants chose Trinity as a base for their operations.
6. Given a list of four possible choices, the student will identify the most important industry at Trinity during the eighteenth and nineteenth centuries.

7. Given a list of three possible choices, the student will identify the principal reason for Trinity's decline as an important trading centre from the 1850's onward.
8. Given a list of three possible choices, the student will identify what Trinity is like today.

Once the behavioral objectives have been established, a criterion test can be constructed relating to the objectives and a criterion for successful performance can be established.

For the instructional unit, Trinity-- An Early Trading Centre, eight objectives were identified and a criterion test was constructed relating to these objectives. The criterion for measuring the success of the package was 80%-80%, in which if 80% of the students attain 80% correct on the criterion test, the unit would be considered to be acceptably successful in achieving its objectives.

CHAPTER 5

CHOICE OF MEDIA

Because there were no instructional materials available to adopt or adapt for the particular set of behavioral objectives as stated in Chapter 4, it was necessary to develop the materials locally. However, before making any decision regarding the appropriate medium or media to use in communicating the information necessary to achieve these objectives, the author examined the literature on media in instruction. The question became "Would a mediated resource package provide the most appropriate method of instruction for grade Five students on the topic of the history of Trinity?"

Related Literature

Numerous research studies have been conducted regarding the use of media in instruction and many of them support its use (Deutsch, 1977; Chance, 1961; Wendt and Butts, 1960; Dozier, 1974; Gropper, 1963; and Moldstad, 1974). Teachers should not be bound to the printed word but should utilize various forms of media to help students reach their potential. Indeed, learners differ in their learning styles and by providing a multi-media approach to learning, the interests, capabilities, and needs of students can be more readily achieved.

Nevertheless, the media that are eventually selected, should have the qualities necessary to fulfill the given objectives of the program. Thiagarajan, Semmel and Semmel (1974) point out that media selection should be made systematically, taking into account such factors as the learner's characteristics, and the pragmatic constraints of the producer and consumer. The choice then, becomes a crucial step in the developmental process, since it can determine the effectiveness of the instructional unit as a whole.

Survey of Teacher Attitudes Toward Media

The author conducted a survey to determine Grade Five social studies teachers' attitudes toward various forms of media from the point of view of instructional value and suitability in the classroom (see Appendix A).

"Instructional Value" referred to the effectiveness of a medium in achieving learning objectives. "Suitability" referred to the suitability of the medium to a particular classroom situation, including such considerations as accessibility of appropriate equipment, the teacher's familiarity with the operation of the equipment and facilities for darkening the classroom to enhance viewing.

Teachers were asked to do two things: (1) rate each medium on a scale of one to five; (2) assign each medium a rank value, with one being the best, two being second best, etc. The six categories of media emphasized in the questionnaire

were: audiotape, slide set, videotape, booklet, slide set plus audiotape, and slide set plus written script. Teachers were instructed to assign items they felt of equal value the same rank number.

Forty questionnaires were distributed to Grade Five social studies teachers -- 20 to teachers in St. John's and 20 to teachers in Trinity and Conception Bays. Teachers were randomly selected from these areas. Twenty-two of the questionnaires were returned. The results of the survey are charted in Table 1.

The results of the survey show that the attitudes of Grade Five social studies teachers from these areas of the province are positively oriented toward the use of the slide set plus audiotape format both in terms of instructional value and suitability. The results also indicate that the overwhelming majority of teachers surveyed have access to appropriate audio-visual equipment for the slide set plus audiotape format and that they are familiar with its operation. As well, teachers felt that this format best represented their choice of media in meeting the learning objectives of the instructional unit.

TABLE 1

Results of Media Preference Questionnaire

	Instructional Value					Suitability					Media Preference					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6
Audio- tape	2	6	8	6	-	4	6	5	6	1	-	-	4	9	3	5
Slide Set	6	10	4	1	1	10	8	3	1	-	3	1	2	4	6	1
Video- tape	10	5	4	2	1	5	5	6	2	4	2	6	5	1	3	4
Booklet	5	15	2	-	-	9	7	4	2	-	5	5	2	3	4	2
Slide Set Plus Audio- tape	16	4	-	1	1	16	4	-	1	1	17	3	-	1	-	-
Slide Set Plus Written Script	5	14	1	2	-	7	9	4	1	-	3	9	7	1	-	1

Technical and Cost Considerations

The cost and convenience of the media also had to be considered. Although videotaping and motion picture are widely used, the available limited production capabilities and limited production equipment made them less realistic choices. The author saw the slide set and/or audiotape formats as being more practical and economical for this project.

Selection of Media

For this unit, then, it was decided that a slide set plus audiotape format represented the best choice of media. It was felt that much of the required information could be visually represented in a slide set by using maps, drawings, old paintings, and both old and recent photographs as well. The slide set could be complemented with an audiotape which would interpret the slides, allow for additional information regarding the visuals, and both could be tied together into a meaningful presentation on the history of Trinity.

This format represents Grade Five social studies teachers' preference for meeting the learning objectives of the instructional unit, is economical, easy to use, and requires a minimum of production equipment. Based on these considerations, the author chose the slide set plus audiotape format for the instructional unit, Trinity -- An Early Trading Centre.

CHAPTER 6

PRODUCTION PROCEDURES AND PRELIMINARY EVALUATION

After the decision to use the slide-tape medium was made, the author researched the factual content required to meet the behavioral objectives of the instructional unit.

This research was carried out at the Newfoundland Room of the Queen Elizabeth II Library at Memorial University of Newfoundland, the Provincial Archives, and the Newfoundland Public Library. The accuracy of the information was verified by a content specialist.

The Script, Slides, and Audio-tape

Before writing the script, the author organized the information in storyboard form and then proceeded to search for appropriate visuals to accompany each storyboard card. The visuals used in the production came from a number of sources. Many of the photographs and illustrations were duplicated from old textbooks on Newfoundland history and from rare photographs found in the collection of the provincial archives. A number of slides were taken on location at Trinity, and graphic works -- such as maps and graphs -- were photographed from original graphic art work done by the author.

Once the script was written and the accompanying visuals were acquired, the sound track of the slide-tape presentation was produced and mixed at the sound studio of the Centre for Audio-Visual Education at Memorial University of Newfoundland.

Evaluation by Media Specialists

Several media specialists were consulted during the development of the slide-tape program. These included an instructional design specialist, a professional photographer, and a graphic artist, all with the Centre for Audio-Visual Education at Memorial University. As a result of the recommendations by these specialists, several revisions were made to the script and a number of the slides were changed or improved.

Evaluation by Content Specialist

The content specialist consulted for this production was a professor at Memorial University of Newfoundland who has completed a study of the development of Trinity from its origins to the 20th century. His opinion was sought on the presentation of the material and on the accuracy of the content. He expressed satisfaction with the presentation and therefore recommended no changes in content or presentation techniques.

Evaluation by Learning Specialists

Two Grade Five teachers acted as the learning specialists for the instructional unit. After thoroughly examining the package, they reported that the material was well suited for Grade Five students. They could see no problem with the reading or comprehension level of either the slide-tape presentation or the test items. These specialists were satisfied with the package and therefore offered no suggestions for changes in any part of the instructional unit.

Evaluation by Learners

The author selected a group of ten Grade Five students to function as a small pilot-study group to view the slide-tape presentation and to complete the pretest and posttest. These students were then questioned regarding their interest in the slide-tape presentation, the difficulty of the test items and the quality of the visuals and the audiotape. Their comments and suggestions were noted and were discussed with the learning specialists afterwards. The format of many of the test items was changed as a result of the feedback received from these students.

After carrying out the changes suggested by the various specialists and learners, the package was ready for a large group pilot-study to determine its effectiveness in a more formal manner.

CHAPTER 7

FORMAL EVALUATION

In order to demonstrate that the instructional unit was capable of transmitting the stated behavioral objectives to the intended learner, an evaluation of the instructional package was necessary. This process included the classroom testing of students representative of the intended audience, and an analysis of the results of these tests.

Student Testing

The classroom testing involved two groups of Grade Five students in two separate schools. Both groups were given a pretest, the slide-tape presentation, and a posttest. The data collected from the two groups were subjected to the following data analyses:

1. Comparison of Pretest-Posttest means
2. Overall success in reaching objectives
3. Item Analysis

Comparison of Pretest-Posttest Means

This analysis was used to show whether or not the slide-tape presentation caused a significant difference in the growth of learning experienced by the students; in other

words, to show the extent of success of the production as a whole. Here the students' mean gain score or the difference between the pretest score and the posttest score of each student is compared.

Overall Success in Reaching Objectives

With this analysis, the percentage of students with the various percentages of correct items on the posttest are shown. Calculations were made to determine what percentage of the subjects answered 100% of the posttest items correctly, 90% of the posttest items correctly, 80%, 70% and less than 70%. This measure was then used to determine the extent to which the objectives were being reached.

It was determined, before the analysis was made that if 80% of the students answered 80% of the items correctly, the learning experience of the students would be considered a success.

Item Analysis

Item analysis was used to determine whether or not each objective had been met and, if so, to what extent the presentation of the material contributed to that success. For each item, the total number of correct responses on the pretest and the posttest were compared.

Three tests were then applied. A χ^2 test was used to determine whether or not the difference between the number of correct responses on the pretest and those on the posttest

could have been attributed to chance. A second test was used to show the proportion of students that answered the questions correctly on the posttest. Finally, a third test was used to indicate the amount of success which could be attributed to the instruction.

Instrumentation

The pretest and posttest questions used on the evaluation were of an objective design and included both multiple choice and matching forms. The pretest was similar to the posttest, except that the order of the items were arranged differently. The questions were formulated to correspond to the behavioral objectives of the instructional package. Table 2 indicates the matching of each test item on both the pretest and posttest with the behavioral objectives of the instructional unit.

Both the behavioral objectives and the test items were studied by learning specialists who indicated that the tests should be satisfactory measures of gain in cognitive knowledge after instruction.

TABLE 2

Objectives Matched with Items on
the Pretest and the Posttest

Objective	Pretest Item	Posttest Item
1	7	1
2	5	2
3	1	3
4	8	4
4	9	5
4	10	6
5	3	7
6	6	8
7	4	9
8	2	10

Selection of Students

Two groups of Grade Five Students were selected to take part in the formal evaluation of the instructional unit. An analysis of these students was presented in Chapter Three. Both groups of students were similar in age, I.Q., reading ability, and interest.

Classroom Procedures

The testing was carried out within the first 3 weeks of the school year. The author discussed the nature of the project with the teachers beforehand and times were selected for classroom presentations. Teachers were asked to explain to the students that the results of the pretest would not be held against them.

After completing the pretest, student were shown the slide-tape presentation and then proceeded to complete the posttest. No technical or operational problems were encountered during the presentation or with the tests.

The tests were then evaluated and the data for analysis was compiled.

Analysis of Results

As stated earlier in this chapter, the data collected was subjected to the following data analysis:

- (1) Comparison of Pretest-Posttest Means
- (2) Overall Success in Reaching Objectives

(3) Item Analysis

Comparison of Pretest-Posttest Means

The difference between the students' mean scores on the pretest and the posttest were compared and the results are shown in Table 3.

TABLE 3

Comparison of Pretest-Posttest Means

Pretest Mean	Posttest Mean	T-Score	Level of Significance
2.9	8.1	27.8	.001

The t-test for dependent means was used to determine whether the difference between the mean on the pretest and the mean on the posttest was statistically significant. The difference between the mean score on the pretest and the mean score on the posttest was 5.2. As shown in Table 3 this difference was statistically significant at the .001 level of significance.

Since the learners' only experience between the pretest and the posttest was the showing of the slide-tape presentation, it is reasonable to conclude that the improved difference in

their performance on the posttest scores can be attributed to their viewing the slide-tape presentation before completing the posttest.

Overall Success in Reaching Objectives

Table 4 shows the percentage of students with the various percentages of correct items on the posttest.

TABLE 4

Overall Success in Reaching Objectives

% of Students	% of Items Correct
9	100
22	90 or more
85	80 or more
94	70 or more
6	less than 70

As shown in the table, 85% of the students answered 80% or more of the items correctly. Only 6% achieved a score of less than 70%. These findings show a satisfactory success rate by the students and therefore demonstrate an acceptable level of performance for the instructional unit.

Item Analysis

As stated earlier in the chapter, the purpose of item analysis was to determine if each objective had been met, and if so, the extent to which the presentation of the material contributed to this success. Analysis indicated a positive significant difference between each pretest test item and each posttest test item.

As shown in Table 5, there are significant differences in the number of students having items correct on the pretest (Ns - Pretest column) and those having items correct on the posttest (Ns - Posttest column). The percentage of correct responses to the items on the posttest (as shown in the Ps - Posttest column) was also favorable. There is a significant increase in learning by the students as demonstrated by the difference in the number of successful students on all posttest and pretest items. Seven were significant at $P < .001$ and three were significant at $P < .01$.

The S.I. or success index ranged from .68 to .93. These results indicate the degree to which success on the posttest can be attributed to the instructional unit. Items 5, 6, and 7 are slightly below the expected success ratio usually set at the .75 or .80. The differences, however, are small and do not indicate a problem with the success of the instructional unit as a whole.

TABLE 5.

Item Analysis

Question	Ns (Pretest)	Ns, (Posttest)	X ²	Ps (Posttest)	S.I.
1	14	50	20.3***	.93	.93
2	11	45	20.6***	.83	.79
3	17	43	11.3***	.80	.76
4	19	49	13.2***	.91	.86
5	13	40	13.8***	.74	.68
6	9	37	17.0***	.69	.68
7	14	41	13.3***	.76	.68
8	23	46	7.7**	.85	.74
9	20	45	9.6**	.83	.80
10	17	42	10.6**	.79	.78

* P<.05

*** P<.001

**p<.01

Conclusion

Formal evaluation of the instruction unit, Trinity -- An Early Trading Centre, was carried out to determine whether or not the learners would acquire the information specified by the behavioral objectives set down earlier in this report. An analysis of the pretest and posttest results indicated that the package was successful, as there was a statistically significant improvement between pretest and posttest scores. Results of the learners' performance as demonstrated by their test scores on the instructional unit indicate that the objectives of the package were achieved by the learners, and that this production is successful in providing needed materials which deal with the history of a typical Newfoundland community in the Grade Five social studies curriculum.

CHAPTER 8

CONCLUSIONS AND RECOMMENDATIONS

The instructional unit, Trinity -- An Early Trading Centre, was developed to fulfill an existing need for resource material at the Grade Five level. The presentation was developed using a systems approach. After completion, the unit was piloted in two Grade Five classrooms. A data analysis of the results of the piloting project showed that the package was a successful production.

This slide-tape presentation could probably be utilized successfully in other grade levels. Indeed, the slide-tape presentation should be of interest to students from Grade Five to Grade Nine.

It is the hope of the author that more projects like Trinity -- An Early Trading Centre be developed by others. Many other Newfoundland outport communities have their own rich histories which could be developed into an instructional unit to supplement the Grade Five social studies program.

In conclusion, then, the slide-tape presentation, Trinity -- An Early Trading Centre, was successful and the general objective to produce supplementary resource material for the Grade Five social studies program was achieved.

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APPENDIX A

**QUESTIONNAIRE: Availability of Resource Materials for the
Grade Five Social Studies Program and a Medium Preference Survey.**

PART I

1. Do you think that the history of a Newfoundland community like Trinity, is a worthwhile subject of study for Grade Five students?

Yes [] No []

2. Do you think that a study of Trinity would enable Grade Five students to become more aware of their Newfoundland heritage?

Yes [] No []

3. Are you presently using, or are you familiar with any instructional materials on the history of Trinity?

Yes [] No []

If "Yes" (i) Please list materials overleaf.

(ii) Are you satisfied with these materials?

Yes [] No []

(iii) Would you like to have new materials?

Yes [] No []

If "No" would you consider using material on Trinity if it were available?

Yes [] No []

4. Comments:

PART II

This questionnaire is designed to assess your attitude toward various forms of instructional materials from the point of view of instructional value and suitability.

"Instructional Value" refers to the effectiveness of each medium in achieving learning objectives.

"Suitability" refers to the suitability of the medium to your particular classroom situation. This would include such considerations as accessibility of appropriate equipment, your familiarity with the operation of equipment, and facilities for darkening your room to enhance viewing.

You are asked to do two things: (1) rate each medium on a scale of one to five; (2) assign each medium a rank value, with one being the best, two being second best and so on. Your rating of each medium in terms of "instructional value and "suitability" should help you decide upon an appropriate rank number.

Key: 1 2 3 4 5
 Very Good Good Neutral Poor Very Poor

Media Instructional Value Suitability Rank

a. Audio-tape	1 2 3 4 5	1 2 3 4 5	_____
b. Slide Set	1 2 3 4 5	1 2 3 4 5	-----
c. Videotape	1 2 3 4 5	1 2 3 4 5	-----
d. Booklet	1 2 3 4 5	1 2 3 4 5	-----
e. Slide set plus audio-tape	1 2 3 4 5	1 2 3 4 5	-----
f. Slide set plus written script	1 2 3 4 5	1 2 3 4 5	-----

Can you suggest any other medium/media which you feel would be effective in meeting the need for instructional materials in the study of the history of Trinity? _____

APPENDIX B

SCRIPT: Slide-tape Presentation
Trinity -- An Early Trading Centre

1. Focus slide.
2. Blank slide.
3. Introductory slide.
4. Introductory slide.
5. Introductory slide.
6. Introductory slide.
7. Trinity -- a grand old town of Newfoundland
8. in one of the most beautiful spots in the province.
9. Title slide.
10. The origin of the name Trinity is uncertain.
11. Maybe Gaspar Corté Real, an early Portuguese explorer,
12. gave the place its name when he first discovered the harbour on Trinity Sunday, in the year 1501.
13. The name may have originated from the three arms that form the outline of the harbour.
14. Beothuck Indians probably lived in or near Trinity harbour before the arrival of the Europeans.
15. Sir Richard Whitbourne, who wrote about his fishing expedition there in 1580,
16. reported that Beothucks often stole material from English fishermen who used the harbour during the summertime to cure their fish.
17. Trinity had no year-round settlers for a long time after its discovery. Nevertheless, a large number of these English fishermen came to Trinity during the spring. They lived on board and fished from their ships.

18. In the fall they returned to their homeland with the season's catch of salted cod.
19. In 1615 Whitbourne established a court of the Admiralty at Trinity to deal with the complaints and wrongdoings of fishermen in the area.
20. This was the first such court to be held in the New World.
21. At the time the first census was taken in 1675, 36 people were living at Trinity. They included 5 boatowners, 2 women, 8 children, and 21 male servants.
22. These early settlers were mostly summer fishermen who came from the west country counties of England.
23. Settlement was small and unstable during the first few decades. Some stayed for only a year or so and then moved elsewhere.
24. The settlers consisted mostly of boatowners and their servants. Few women or children were there during this early period.
25. The population grew rapidly from 1715 up to the middle of the century. By the 1730s Trinity had its own local magistrate as well as its own church and in 1753 a resident doctor was stationed there.
26. Indeed, for the next two centuries Trinity served as a major supply port for the Northeast coast of the island.
27. Why did English merchants, like Benjamin Lester, choose Trinity as a base for their operations?

28. First of all, the harbour was located near rich fishing grounds.
29. It was large and well-sheltered.
30. And the narrows at the entrance could be easily defended from attack.
31. The many miles of shoreline also provided suitable and attractive sites for the construction of wharves, stages, and other structures for trade.
32. Lester's firm, like many others at Trinity during the 18th and 19th centuries, was engaged in much commercial activity.
33. The cod fishery, the most important industry, was carried out in four ways.
34. The most common was the inshore cod fishery,
35. where men in small boats fished close to the land.
36. The second method, the bank fishery, required that large vessels sail to the Grand Banks to fish.
37. After 11 to 14 days the banking schooners returned to Trinity.
38. Here the fish was cured on large flakes while fishing crews again prepared their vessels for a return voyage.
39. Fishermen from Trinity went to the Labrador to fish.
40. They would leave early in the spring and return home in the fall -- their vessels laden with cod.
41. Trinity merchants sent their vessels to the French Shore to engage in the cod fishing there.

42. The cod fishery was indeed Trinity's most important industry.
43. A map of Trinity harbour for 1762 shows that all shore space suitable for the fishery was then used. The rectangles portray flake areas.
44. The salmon fishery at Trinity was carried out in two ways.
45. Some fishermen caught salmon by using nets along the shore.
46. Others used weirs on inland rivers.
47. Shipbuilding at Trinity was carried out from the earliest days of settlement. Many vessels were constructed using local skills and materials.
48. The fur trade and the seal fishery were also active industries at Trinity. Fur bearing animals like the beaver and the fox were trapped by local residents.
49. Sealing was first carried out from the land using nets or small boats.
50. But by the late 1700s, Trinity merchants were sending large vessels to the ice flows some distance from the land.
51. During the winter, many inhabitants were engaged in woods work. Timber was used locally in shipbuilding,
52. and lumber was shipped to St. John's and overseas.
53. Wood was also used for making barrels and other cooperage products.
54. The carrying trade was especially important. Local products were collected from settlers in Trinity Bay and along the Northeast coast.

55. Trinity merchants would ship these local products to foreign ports and exchange them for supplies needed by settlers back home.
56. Life in early Trinity depended on the fishery. When it failed, many were left destitute and on the brink of starvation.
57. Wealthier settlers at first returned to England for the winters.
58. The others remained to brave the harsh Newfoundland climate. Many servants lived in huts along the shore or in the woods.
59. Much crime and unruliness occurred during this period.
60. Nevertheless, penalties were harsh -- a flogging could be given for stealing,
61. or a period in the stocks could be imposed for breaking the Sabbath Day. The first jailhouse was constructed in 1775.
62. Trinity was fortified as early as 1744. The fort was not always manned, however, and in July of 1762 the French occupied the town.
63. The occupation lasted for 16 days and during this time the French forces destroyed much property and seized some of the settler's provisions and livestock.
64. Several outstanding people lived at Trinity. One was John Clinch, clergyman and doctor at Trinity from 1783

to 1819. He was the first person to administer the smallpox vaccine in the new world.

65. He also compiled a Beothuck vocabulary of 121 words gathered from two native Beothuck Indians who resided in the town.
66. John August, one of the Indians, worked for merchants in the area. He died in 1788 and was buried at Trinity.
67. The other Beothuck, a girl named Oubee, was captured at Notre Dame Bay in 1791.
68. She was carried to Trinity and resided there for several months. Eventually she was taken to England by Lester's agent Thomas Stone.
69. By the mid-1800s, Trinity had regular visits from many people of church and state. Philip Tocque, one of the visitors, made this sketch of the town in 1842.
70. J.B. Garland, Lester's grandson, lived at Trinity. He became the first speaker of the House of Assembly for Newfoundland in 1821.
71. The first Anglican church, built in 1730, was rebuilt in 1821.
72. Rev. Wm. Bullock, minister at Trinity, composed the well-known hymn "We love the place, O God" to be sung at the consecration of this new church.
73. The same church was rebuilt a second time in 1892. It is still being used today.

74. The Roman Catholic church built in 1833 remains unchanged. It is one of the oldest buildings in Newfoundland.
75. The first Methodist church at Trinity was built in 1821. It was rebuilt in 1877. The building was taken down in 1935. No Methodist church exists there today.
76. The earliest schooling at Trinity was carried out by private teachers.
77. It was not until 1826 that the town received its first schoolhouse.
78. By the late 1800s Trinity was moving into the modern era.
79. In 1877, it received its first telegraph service linking it with Catalina and Bonavista,
80. and in 1893 a wagon road 40 miles in length was built connecting it with Shoal Harbour. The railway came in 1911.
81. Although the sailing ship was the principal means of transportation, steamships like the John McAdam, started to arrive at Trinity by the middle of the 19th century.
82. Like most Newfoundland outports, Trinity saw its share of disasters at sea.
83. One such disaster occurred in 1882 when the steamship the S.S. Lion, on a return voyage to Trinity, went down with all hands on board.
84. The Trinity Bay Disaster occurred on February 27, 1892. On that day 24 fishermen from Trinity and the surrounding area perished while sealing out in the bay.

85. Trinity began to decline in importance during the last half of the 19th century.
86. St. John's merchants were expanding their influence and in the process much trade was taken from Trinity.
87. In 1910 a whaling industry began operations in the town. Success was minimal however, and it had to be abandoned a few years later.
88. Trinity's population declined quickly during the first half of the 20th century.
89. The population remains the same today as it was in the 1950s -- just under 400 people.
90. Nevertheless, the shipbuilding industry still survives.
91. Wooden vessels, such as the longliner, are built for fishermen throughout the province.
92. A new industry is also becoming increasingly important. Tourists come to Trinity to view old buildings;
93. to view the museum with its many antiques;
94. and to view other historic sites.
95. The remains of a once rich and flourishing trading centre -- a part of Newfoundland's heritage.
96. Credit slide.
97. Credit slide.
98. Credit slide.
99. The End.

APPENDIX C

PRETEST

Instructions

Answer all questions.

1. Locate the position of Trinity by circling the proper letter on the map provided.



2. Trinity was probably given its name because: (Circle the correct answer.)
 - (a) the first settlers came from a place in England called Trinity.
 - (b) there are three arms that form the outline of the harbour.
 - (c) it was discovered on Trinity Sunday.
 - (d) both (b) and (c).
 - (e) both (a) and (c).

3. The first people that probably lived in or around Trinity harbour were: (Circle the correct answer.)

- (a) Beothuck Indians.
- (b) Portuguese explorers.
- (c) English fishermen.
- (d) fur traders.

4-6. Number the statements below to show the order in which Trinity became settled.

_____ The population grew quickly and the town received its own magistrate, church, and doctor.

_____ Trinity had no year round settlement but a large number of English fishermen used the harbour during the summertime to cure their fish.

_____ Settlement was small at first. There were few women and children there at this time.

7. Trinity harbour was chosen by English merchants to become a centre of trade because: (Circle the correct answer.)

- (a) it was located near rich fishing grounds.
- (b) it was large and well-sheltered.
- (c) it could be easily defended from attack
- (d) it had plenty of shore space to build wharves and stages.
- (e) all of the above.

8. The most important industry at Trinity during the 18th and 19th centuries was: (Circle the correct answer.)

(a) the fur trade.

(b) the cod fishery.

(c) shipbuilding.

(d) woods work.

9. Trinity started to lose her importance as a trading centre from the 1850s onward because: (Circle the correct answer.)

(a) the cod fishery failed.

(b) the merchants from St. John's took much of the trade away.

(c) many people moved away.

10. Today, Trinity is: (Circle the correct answer.)

(a) a large city.

(b) a small town with a population of just under 400 people.

(c) a large town with much industry and commerce.

APPENDIX D

Posttest

Instructions

Answer all questions.

1. The first people that probably lived in or around Trinity harbour were: (Circle the correct answer.)
 - (a) Beothuck Indians.
 - (b) Portuguese explorers.
 - (c) English fishermen.
 - (d) fur traders.
2. Today, Trinity is: (Circle the correct answer.)
 - (a) a large city.
 - (b) a small town with a population of just under 400 people.
 - (c) a large town with much industry and commerce.
3. Trinity harbour was chosen by English merchants to become a centre of trade because: (Circle the correct answer.)
 - (a) it was located near rich fishing grounds.
 - (b) it was large and well-sheltered.
 - (c) it could be easily defended from attack.
 - (d) it has plenty of shore space to build wharves and stages.
 - (e) all of the above.
4. Trinity started to lose her importance as a trading centre from the 1850s onward because: (Circle the correct answer.)

- (a) the cod fishery failed.
 - (b) the merchants from St. John's took much of the trade away.
 - (c) many people moved away.
5. Trinity was probably given its name because: (Circle the correct answer.)
- (a) the first settlers came from a place in England called Trinity.
 - (b) there are three arms that form the outline of the harbour.
 - (c) it was discovered on Trinity Sunday.
 - (d) both (b) and (c).
 - (e) both (a) and (c).
6. The most important industry at Trinity during the 18th and 19th centuries was: (Circle the correct answer.)
- (a) the fur trade.
 - (b) the cod fishery.
 - (c) shipbuilding.
 - (d) woods work.
7. Locate the position of Trinity by circling the proper letter on the map provided.



8-10. Number the statements below to show the order in which Trinity became settled.

- ___ The population grew quickly and the town received its own magistrate, church, and doctor.
- ___ Trinity had no year round settlement but, a large number of English fishermen used the harbour during the summertime to cure their fish.
- ___ Settlement was small at first. There were few women and children there at this time.

APPENDIX E

Slide-tape Presentation

"Trinity -- An Early Trading Centre"

(Under Separate Cover)



